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THE VALLEY STAR

THE INDEPENDENT STUDENT MEDIA OUTLET OF LOS ANGELES VALLEY COLLEGE

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It's all in la familia de Cuba
Valley Life

"Deadpool" swimming in dollars
Valley Life

Sign of the times in the Valley
Valley Life

VALLEY LIFELINE

Ensuring equity effectively

■ Student Equity Plan facilitates institutional changes on campus.

BY DEDE OGBUEZE
STAFF WRITER

Valley College has made a commitment to narrow its equity gap with its Student Equity Plan, an ongoing program to improve the academic experience for underperforming and "at-risk" students.The majority of Valley students are from low socioeconomic communities, according to SEP's executive summary. Campus-based research indicates that Hispanic and African Americans (especially males), veteran students, foster care youth students and students with an identified disability have lower performance and participation rates than other students.

"One of the main issues that needed to be addressed was access," said Dr. Llanet Martin, Valley's SEP coordinator. "Making sure the community college is representative of the community it serves, in terms of student success."

Valley primarily services the San Fernando Valley. Research reveals that Hispanics account for 47 percent of the SFV population; blacks account for 8 percent. However, the college's enrollment shows the student body is only 42 percent Hispanic and six

see *Equity* p. 4

Canvas knocks out Etudes

■ The interface for all online Valley classes is changing due to a state-wide improvement effort.

BELEN CAMPIRANO / VALLEY STAR

WIRED IN - Twenty-one-year-old Valley students Ithar Matty and Abdoul Fadil check into class virtually in the new Monarch Center's "Lion's Lair."

BY SOLOMON SMITH
STAFF WRITER

This summer semester, Valley College students will see Etudes replaced with Canvas, an online system with a modern Google-like interface, faster access speeds, and mobile apps.

Canvas will feature a familiar interface, similar to some Google services students may already be used to: a cog symbol for settings, cards that display posts and notices, and a blue-color scheme with a streamlined login. The interface, or dashboard, also features tabs, giving the user an at-a-glance look at their classes and a to-do list. Students will also be able to personalize their experience through the dashboard and the use of avatars, creating a better looking interface.

"That's one of the things that we'd heard, is that it is much more aesthetically pleasing," says Israel Ortiz, the Online technical support assistant for Valley.

Speed will also be improved with Canvas, which was designed to handle a much larger student body from its inception, and will run much smoother, according to Ortiz. This was an issue with Etudes some students have complained about as well as low speeds during peak hours, like finals and midterms, plaguing the system.

"I think Etudes crashes a lot," says Daniela Isaza, a student at Valley. "Professors would say, 'It's your computer.'"

Valley's Dean of Career and Technological Education, Laurie Prada, has overseen Canvas' implementation, and worked closely with several staff members. Canvas is part of the Online Education Initiative, a collaborative effort by the California Community Colleges with a statewide goal to enhance online, hybrid, and face-to-face classes. Representatives from the California Community Colleges Chancellor's Office and the California Board of Education have also chipped in.

Professor Jackie Hams the Valley Distance Education Coordinator has also served as an indispensable member of the team, coordinating information between the vendors, professors, and the old Etudes website.

see *Canvas* p. 4

Inching closer to accreditation

■ Valley receives favorable reviews in the Accreditation Exit Report.

BY PAUL ROSENBUSCH
STAFF WRITER

The Western Association of Schools and Colleges' accreditation team gave Valley College a bevy of compliments and some recommendations in their accreditation exit report presentation on March 10 in Monarch Hall.

The process began in 2014 with LACCD staff gathering evidence and preparing a report to deliver to the Accrediting Commission for Community and Junior Colleges. In the coming months, the ACCJC will submit a final evaluation report, which the commission will review in June and then send to Valley's administration.

"The purpose of our visit is to determine whether the district, and this college meet accreditation standards, and recommend ways to provide quality assurance and institutional improvement," said accrediting team chair Dr. Thomas Greene.

The ACCJC accreditation team began training and preparation for their visit last December. Greene attended a pre-visit on campus Jan. 25, and the team met to prepare the next day. Between then and March 8, the team studied Valley's self-evaluation report, completed personal written assignments, and scheduled preliminary interviews with college faculty.

"On behalf of our entire team, I wanted to thank all of you for being so instrumental in preparing the self-evaluation report, as well as the supporting team that helped us before and during our visit," said the exit report compiled by Greene and his team.

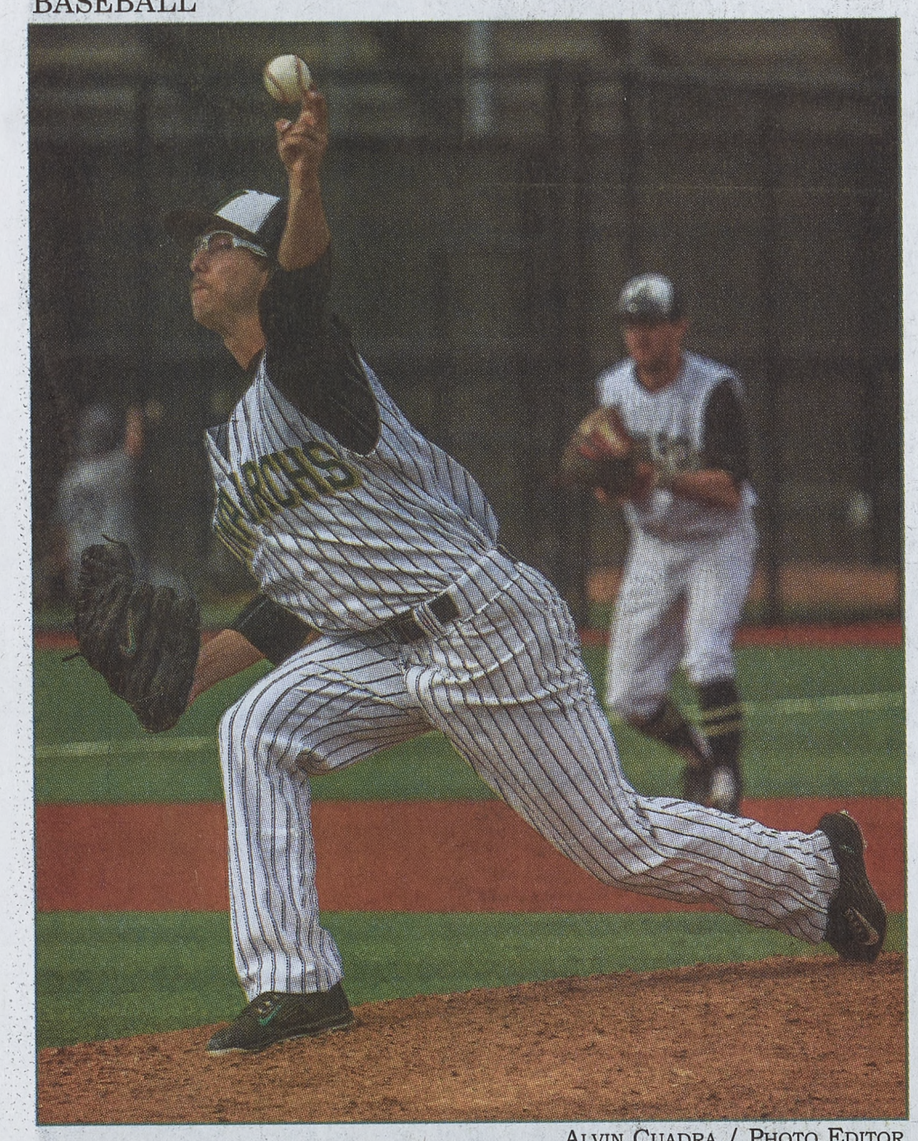
Green and his team praised Valley for its "steadfast commitment to students, exemplary instructional programs and support services, specifically the adaptive physical education program, career guidance, counseling assistance, the child development program, and the student health center."

"These programs and services exemplify the college's core values of inclusion and respect, and serve to empower all students to reach their academic and career goals," said Greene.

The accreditation team commended Valley for its commitment to environmental sustainability, its efforts to decrease the student loan default rate and for increasing transparency and inclusiveness on campus by revitalizing participatory governance. The designs of the college's new construction

see *ACCJC* p. 4

BASEBALL



ALVIN CUADRA / PHOTO EDITOR

PAINTING THE CORNERS - Pitcher Jesse Hobaica helped lead Monarchs to a home victory over Irvine Valley College, in a Mar. 3 win.

see *story on* p. 6

For additional content, visit:
www.thevalleystar.com

UPCOMING VALLEY COLLEGE EVENTS

■ ASU will host 'Club Day' in Monarch Square today from 9 a.m. to 1 p.m.

■ Valley's Art Gallery will be holding an Opening Reception for Mara Lonner's "Burnouts" Exhibit tomorrow from 6 p.m. to 8 p.m.

■ An "Undecided Major" workshop will be held tomorrow from 3:30 p.m. to 5 p.m. in the Career/Transfer Center (CTC) in the Student Services Annex.

■ ASU's Inter-Club Council Meeting will be held tomorrow in CC 104 from 1 p.m. to 3 p.m.

Valley library comes home

■ Monarchs upgrade online system for faster access.

BY SOLOMON SMITH
STAFF WRITER

The Valley College Library has overhauled its website, streamlining access to its online systems. It is available both off and on campus and provides easier, centralized access to its resources.

The old system used two websites for on and off-campus access, which, according to Cason, was "confusing for students." OneSearch is the linchpin of the redesign. The search box in the center of the Valley Library's home page searches across all of the databases available to students, offering articles, periodicals, newspapers and in some cases, even books available in the library. The website's new user interface facilitates an improved student experience.

"I redesigned the website in conjunction with the campus website designer," says Meghan Gaynor Cason, a staff librarian tasked with digital resources, web, reference and instructor. "We worked collaboratively to redesign the website to make it more user friendly. Part of that had to do with changing the way that students access their databases."

Students enter specific words related to their subject into the search box. The database is setup for research and serves up the results as a list of related materials, each with their own clickable link that directs users to different databases that are purchased or leased by the school. The librarians

see Library p. 4

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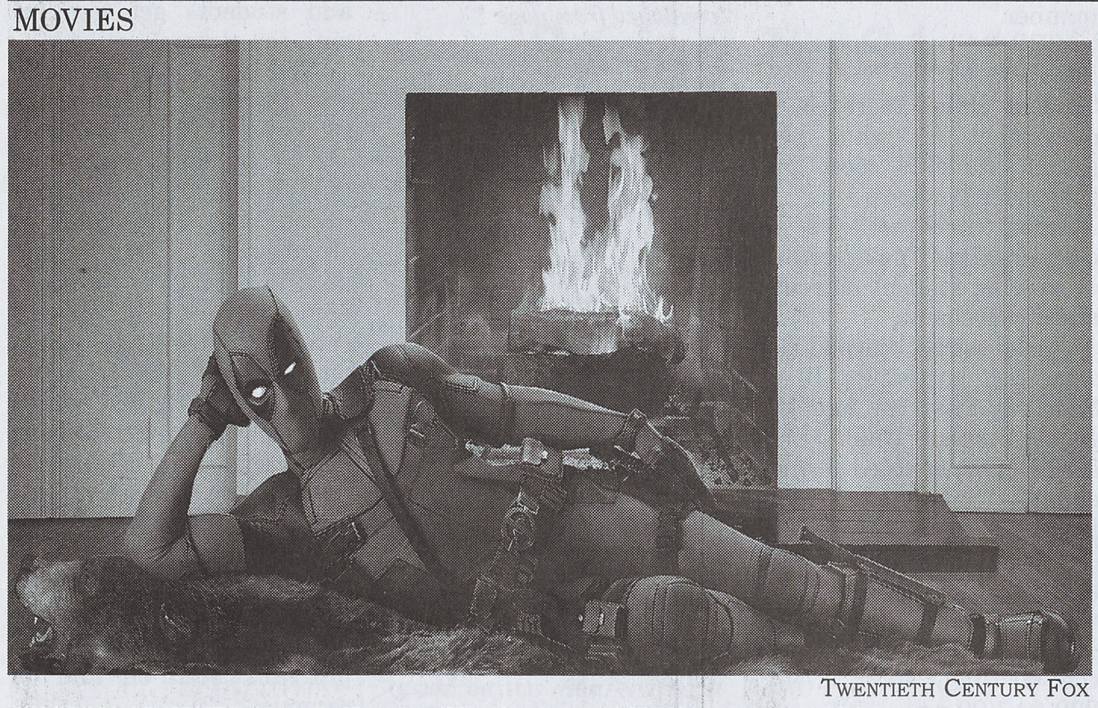
VALLEY LIFE

MOVIES



TWENTIETH CENTURY FOX

DEADPOOL OF MONEY - Marvel's "Deadpool" has been one of 2016's most successful movies thus far.

Audiences "R" so ready for "Deadpool"

■ **"Deadpool" is changing the way we look at comic book films.**

BY DEDE OGBUEZE
STAFF WRITER

Marvel's most untamed big-screen character yet is a vengeful thrill-seeker whose NSFW charisma keeps audiences coming back for more.

For four consecutive weeks, "Deadpool" stood atop the box office after raking in an outstanding $311 million. The "Merc with a Mouth" pulled in $16.4 million in week five and has now tallied about $328 million in sales and is on pace to surpass R-rated box-office records set by "American Sniper" ($350 million) and "The Passion of The Christ" ($370 million). "Deadpool" has surpassed both in the record books for fastest to $300 million, reaching the benchmark in only 23 days. It took "The Passion of the Christ" 29 days and "American Sniper" 53 days, respectively.

The Hollywood triumph that is "Deadpool" has started conversation whether R-rated will be the new status quo for comic-book films. Assuming so might take credit away from the fascinating phenomenon that is the film's success.

Wade Wilson, played by Ryan Reynolds, is a vengeful, yet lovable anti-hero known as Deadpool, whose bawdy sense of humor compensates for his misfortunes. The film features him kicking ass, cracking jokes and taking viewers for a surprisingly emotional rollercoaster for which he is the conductor and the narrator.

Even though "Deadpool" is a box-office hit, it is by no means a knock-out film, nor is it the best comic-book film to have been released in recent memory. It doesn't propel viewers to the heroic heights of Marvel's "Avengers: Age of Ultron" and it certainly doesn't possess the dark, bruising performances of Heath Ledger and Christian Bale in "The Dark Knight." "Deadpool" hit the jackpot because it knows its audience and gives them exactly what they paid for.

The franchise has a dedicated fanbase that has been impatiently waiting for its release. Reynolds has stated in several interviews that he has been trying to get the film made for 11 years. What has kept its momentum alive is the pressure that fans have been placing on Twentieth Century Fox to get the film made.

"It's really kind of a fairy-tale story," said Reynolds in an interview with the Los Angeles Times. "That [test footage] was just meant to establish how the world would operate. It was really meant for internal use only. It was never meant to be shown to the public in any way. But the fan reaction so overwhelmed Fox that they really saw that there was a huge appetite for "Deadpool" – and that's what gave us the green light. I think that's exclusively the reason the movie got made."

The marketing team behind the film played a vital role, setting the pace for its historic run. Different variations of promotional trailers show Wilson interacting with the audience in what is known as breaking the fourth wall. This established a familiar relationship with Marvel fans who come to expect this from the lead character, as well as new fans who are intrigued by this type of cinematic idiosyncrasy.

The off-beat humor that the movie revels in caters to an audience of millennials who were raised on raunchy humor and slapstick comedy. In one scene, Deadpool gleefully informs the audience of his plans to masturbate with his still-regenerating hand that is approximately the size of a 5-year-olds.

Unfortunately, the film's formula for success isn't an instant blueprint for every comic-book movie in the next five years. The character is unique in that he has established his own identity within the Marvel universe and has consistently upheld it over the course of his lifespan. His personality is bound to the character's storyline, making it a seamless transition to the big-screen. In other words, fans know exactly what to expect from this film. The same can't be said for other comics such as "Batman," "Spiderman," or "Hulk."

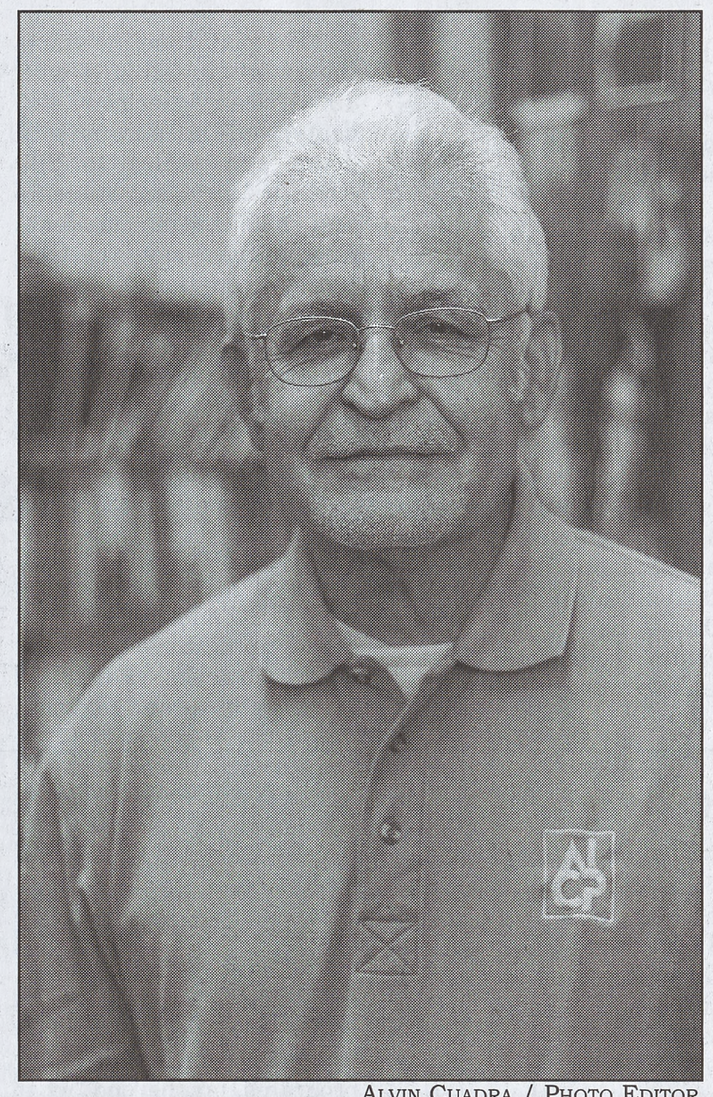
Will the success of "Deadpool" prompt other big-budget superhero franchises to take the risk of being R-rated? Yes and no.

There is far more benefit to making a film marketable to families when the franchise is already a household name. However, "Deadpool" is a new franchise and perhaps going down the line, Marvel may introduce new characters to the big screen with R-rated releases. And because of its box-office success, be ready for a sequel.

VALLEY STAR Q & A

Cuban-American professor & former refugee tells his story

BY DEDE OGBUEZE
STAFF WRITER



ALVIN CUADRA / PHOTO EDITOR

CUBAN GOLD - Once out of Cuba, Prof. Rois and family fled to Jamaica, then state to state in the U.S., ending up in San Francisco, CA.

When Fidel Castro's 26th of July Movement overtook the US-backed Cuban government in 1959, hundreds of thousands of Cubans were forced to flee the island by way of boat and airplane. Among this first wave of Cuban refugees was Robert Rois, who is a Spanish professor at Valley College. Professor Rois was a boy when his family left Cuba, but his journey to the United States provides an extraordinary insight into the oft-forgotten tales of the Cubans who left behind their homelands and journeyed into new opportunities.

Dede Ogbueze: Can you tell me a little bit about your background, where you were born, and what time period?

Robert Rois: I was born in Havana, Cuba. I spent the first 10 years of my life in Cuba, and we left shortly after the revolution. We were part of the first wave of political refugees who left Cuba in the 60s. I am told that 847,000 Cubans left at that time, and the island, at that time, had a population of 6 million. So that's about 15 or 17 percent of the population, so there was a considerable number of people leaving at that time. We couldn't leave through the American embassy, because the United States had broken diplomatic relations with Cuba. So there was no American embassy. We went instead through the British Embassy. And we went to Jamaica, which at that time was a British protectorate. Once in Jamaica, my father petitioned for a visa to enter American territory. We had relatives in Puerto Rico, so, at that time, we went to Puerto Rico. We arrived there in April of 1961.

DO: How was your life before the revolution?

RR: We had a relatively wonderful life, actually. We were well off, and we loved Cuba, even though my father's side of the family were all from Spain. In fact, my grandfather loved Cuba so much that when my father tried to get him to make some investments in the United States—because they both had a real estate company—he refused, because he loved Cuba so much. Actually, in 1958, a year before the revolution, my grandfather became a Cuban citizen. So a year later, the revolution came and they took over his property and he also left. And, while we were in Cuba, we heard about the Bay of Pigs invasion. That's when the flights out of Cuba were canceled, so we were lucky, in other words, to have left when we did. Because after that, people started leaving any way they could: by boat or any other means.

read full interview at thevalleystar.com

Martin Luther King Jr.'s autograph found near Valley

■ **A 53-year-old book signed by Martin Luther King Jr. was discovered at Grant High School, neighbor to Valley College.**

BY HENRY GUEMBES
STAFF WRITER

It is not uncommon to find marked books at a public school library; however, few hold as much weight as the one found at Grant High School this summer.

A dusted and worn hardcover copy of "Strength to Love," written by Martin Luther King Jr., was discovered by LAUSD teacher-librarian Candace Seale in Grant High School's library while she was discarding outdated and damaged books. Seale discovered King's signature inside upon further inspection. The tome was presented to Principal Vicky Damonte last summer. After a wearing process of verification, the finding of this piece was made public during the last week of Black History Month. Initially, feelings were mixed.

"I was shocked," said Damonte. "We were all so excited, but we also didn't know for a fact if it was real."

"Best wishes, Martin Luther King," reads King's blue-ink signature in an empty page of the book, first published in 1963. There is no documentation indicating how the autographed book got to the Valley Glen campus, but King visited Los Angeles in 1965 due to the Watts riots. Whether there is any direct correlation has yet to be confirmed.

Appraisers at Duveen & Edwards valued this copy of King's sermons at $525.

"We made sure to send it to professionals," Damonte said. "At first, we were really hoping it was real, trying to get it authenticated wasn't easy. The process overall took a long time. Even today, it's still crazy to think Martin Luther King actually signed this book."

As a Grant High School graduate herself, Damonte says this discovery gives the institution a sense of "pride and attraction."

Future plans for the autographed book have not been officially decided yet, but Seale, who first came across the hardback, hopes it stays at the campus where it was uncovered.

"I would love for it to be displayed at Grant—that's its home," said Seale in a press release from the LAUSD. "It needs to stay there so that students know that Dr. King was there, or that someone thought enough about those students to put the book in their collection."

DISCOVERY

USMC/MARINES

MLK HANCOCK? - Martin Luther King Jr.'s signature was found in a book at neighboring Grant High School.

JUMPS

'Equity'

continued from page 1

percent black. Whereas, whites had the highest participation rate, accounting for 29 percent of the SFV population with an enrollment of 33 percent.

The SEP defines equity as, "ensuring all students have the opportunity to achieve the same level of success regardless of demographic factors that put some students at a disadvantage," in its 2014 mission statement.

SEP intends to eliminate the equity gap by implementing resources aimed at keeping students in class and on-track to completing their educational plans. These resources include: comprehensive counseling, financial assistance, transfer guidance and culture-specific "educational cohorts."

"The plan timeline starts the cohorts in fall 2015 with 40 African-American students and 80 Latino students and scales to 200 African-American students and 320 Latino students in year five," says the SEP executive summary.

Martin stresses the importance of students understanding the logistics of how college works before they step on campus instead finding out as they go. In addition to on-campus equity programs, SEP is in the early stages of its outreach program, working with TRIO and 3SP (student support programs) to inform local high school students of the enrollment and matriculation process at Valley. This includes summer bridge programs facilitated to prepare students for the math and English assessment tests.

The executive summary addresses cultural competency among faculty and staff as another key component to achieving equity on campus. Participating faculty will attend training workshops and forums on cultural competency and "culturally-responsive teaching" to better assist underrepresented students.

"What we're seeing is that students sometimes feel that they are not fully connected to faculty or staff or administration," says Martin. "Part of what we're trying to do is to develop this level of awareness and understanding of different people, because that will help us all be able to work together in a more effective manner."

SEP will also be working alongside the Associated Student Union to reach an agreement on what programs students most feel they need. According to Martin, there will be an elected official delegated to overseeing student outreach and involvement.

The first SEP event this semester, hosted by Black Scholars Program and the Black Student Union, is a series of student-led forums called "Speakeasy." The forums are an outlet for students to address issues affecting minority communities. The first "Speakeasy" is scheduled for March 15 in the Writing Center, LARC 229, at 1:00 p.m.

'Library'

continued from page 1

are constantly reevaluating which databases are most useful; with about 44 databases, students have plenty of sources to choose from.

The new interface can be daunting for some students, but the staff has that covered, according to Cynthia Cohen, the Information Literacy Instruction and Reference Librarian. Ask A Librarian, provided by QuestionPoint, provides an online librarian available 24-hours a day to get students pointed in the right direction. Staff librarians have also reached out to professors to familiarize them with the new online setup: newsletters and tours of the library are some of the outreach efforts librarians are employing to help teachers and students get familiar with the system.

The look of the new website matches the familiar theme of the Valley website's school colors. Its menu and tab placement are similar to the Valley home page, so as to reduce anxiety for students new to doing research, according to Cason. Search results can include magazine articles, books, e-books, newspapers and video. Initiating a search leads to an organized list of material that can be filtered in several different ways; source, type, subject, date, and database. Students must use their UIA username and password to access the program, both off and on campus.

'Canvas'

continued from page 1

Canvas will act as the unifying Learning Management System, or LMS, according to Ortiz. It will absorb Etudes, hybrid classes and replace the My LAVC Portal. He is training to bring these things together in a series of teleconferences, web videos and mock-ups of the program itself. As the main technical support specialist for Valley, his job will be to assist both students and teachers.

Dean Prada has begun reaching out to prepare training classes for staff, and support personnel and for many key members has already begun. With all of the changes on the horizon, the most exciting aspect for Prada is opportunity to expand the online learning programs far beyond what she was able to do before. According to Prada, "if they want, every instructor can have some type of web presence."

Budget limitations were a primary concern before, but with the implementation of Canvas comes the added bonus of having the State Chancellor's Office foot the bill for the next two years. Prada was not able to share the exact cost of the program, but is very enthused about how this will affect the new curriculum.

"I used to have to ration the number of web enhanced classes—and now I don't have to do that anymore," said Prada.

This summer semester is the soft release of this new program due to its smaller course listing and is ideal for the live testing needed before the full force of a fall semester. For many students, online classes are essential and the online experience is important. When asked what they would like to change about Etudes, Valley students were clear. One student, Davion Maldonado, would like to see, "more fresh innovations," which is exactly what Prada has in mind.

According to Prada, "I really think that this is a game changer in California."

'ACCJC'

continued from page 1

its resource conservation efforts and the campus's nationally-recognized urban forest are indicative of Valley's focus on environmental issues, according to their report. The school has reduced loan default rates by 50 precent over the last 30 years.

The ACCJC report recommended the separation of student learning and achievement data to support effective decision making, making Valley's transfer of credit policy for incoming students more accessible.

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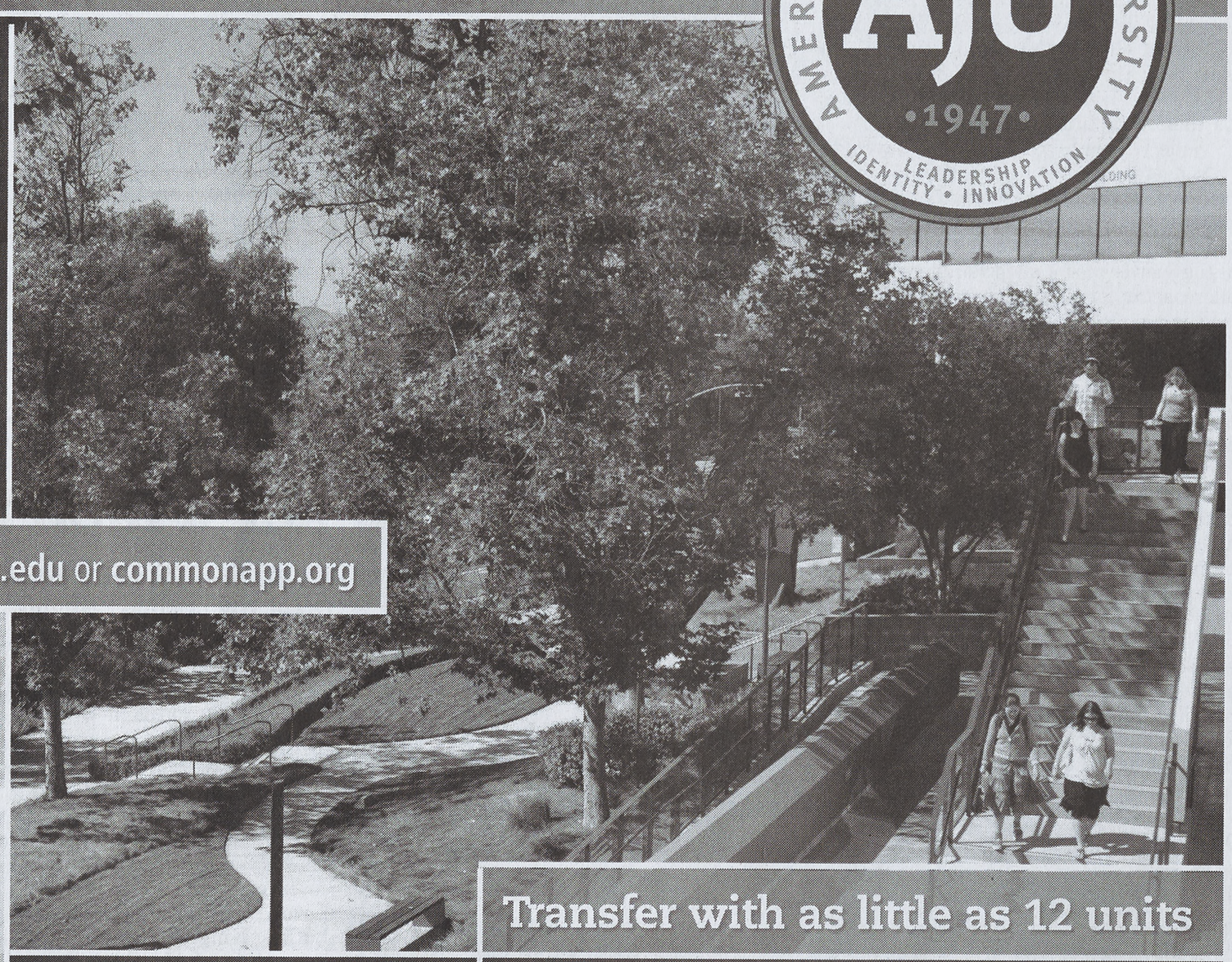

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Spring 2016 Late-Start Classes

Prior to registering, students should verify that these classes do not conflict with the days and times of final exams for other classes they are already enrolled in. The Final Examination Schedule is on page 192 of the Spring 2016 Schedule of Classes.

IMPORTANT DATES: Contact Admissions and Records for The Last Day to Add, the Last Day to drop with a Refund, the Last Day to drop with or without a "W" at 818-947-2553.

If the class you are interested in is full, please contact the instructor for additional information.

Start Date	Section	Course	Day	Start Time	End Time	Room	Instructor
3/12/2016	2322	HEALTH 3	Sa	9:00 AM	5:50 PM	NORTH GYM	GARRETT A RIECK
3/14/2016	7119	ENG GEN 131	TBA / 4:05			INTERNET	TAUNO T KARTIALA
3/14/2016	7431	HEALTH 11	W and	1:00 PM TBA / 3:20	2:30 PM	CC 210 INTERNET	GARRETT A RIECK
3/22/2016	5052	KIN 9	Tu	6:45 PM	9:45 PM	NORTH GYM	AMY L CHURCH
3/28/2016	7050	HEALTH 11	TBA / 6:30			INTERNET	DAVID BUCHANAN
3/28/2016	2320	KIN 287	MTuWTh	1:00 PM	1:55 PM	SOUTH GYM	MONICA HANG
3/28/2016	2961	KIN 287	TuWF	3:00 PM	4:10 PM	SOUTH GYM	VIRGIL WATSON
4/11/2016	3081	ACCTG 1	Sa and TuTh	1:00 PM 6:00 PM	4:35 PM 9:35 PM	BJ 110 BJ 110	DEAN L GOINGS
4/11/2016	7093	ADM JUS 1	TBA / 5:50			INTERNET	ROBERT B ORDELHEIDE
4/11/2016	7092	ADM JUS 39	TBA / 5:50			INTERNET	MICHAEL D FRIAS
4/11/2016	7113	AFRO AM 4	TBA / 5:50			INTERNET	DALENA E HUNTER
4/11/2016	7078	ANTHRO 101	TBA / 5:50			INTERNET	TONI R EDGE
4/11/2016	7072	ANTHRO 121	TBA / 5:50			INTERNET	REBECCA L STEIN
4/11/2016	7120	ANTHRO 121	TBA / 5:50			INTERNET	REBECCA L STEIN
4/11/2016	7102	ART 101	TBA / 5:50			INTERNET	NINA F BERSON
4/11/2016	7104	ART 102	TBA / 5:50			INTERNET	DEANA M HIGHT
4/11/2016	7103	ART 105	TBA / 5:50			INTERNET	ALEXANDRA L LEZO
4/11/2016	7105	BRDCSTG 1	TBA / 5:50			INTERNET	ELIZABETH FIES
4/11/2016	7099	BUS 1	TBA / 5:50			INTERNET	ANASTATSIOS V SIOUKAS
4/11/2016	7406	CAOT 82	M and	5:40 PM TBA / 6:45	8:10 PM	BJ 101 INTERNET	STAFF
4/11/2016	7114	CHICANO 8	TBA / 5:50			INTERNET	RUBEN R MENDOZA
4/11/2016	1720	CH DEV 3	Sa	8:00 AM	2:30 PM	CDFC 156	RENEE L BERG
4/11/2016	7106	CINEMA 105	TBA / 5:50			INTERNET	JOEL E TRUDGEON
4/11/2016	7107	CINEMA 107	TBA / 5:50			INTERNET	JOEL E TRUDGEON
4/11/2016	1719	COMM 101	TuTh	1:00 PM	4:10 PM	H 100	ALLISON N BOWMAN
4/11/2016	7097	COMM 104	TBA / 5:50			INTERNET	JAMES I MARTENEY
4/11/2016	7096	COMM 122	TBA / 5:50			INTERNET	ROBERT K ALLEN
4/11/2016	1705	COUNSEL 1	TuTh	3:25 PM	4:30 PM	MS 106	CLIVE GORDON
4/11/2016	1717	COUNSEL 1	TuTh	3:25 PM	4:25 PM	MS 114	SYLVIA H RODRIGUEZ
4/11/2016	1718	COUNSEL 1	TuTh	3:25 PM	4:25 PM	MS 108	MIGUEL A SANDOVAL
4/11/2016	7117	ECON 1	TBA / 5:50			INTERNET	TYLER PRANTE
4/11/2016	1721	ENGLISH 28	MW	8:00 AM	11:10 AM	EST 107	HOLLY K BATTY
4/11/2016	1431	ENGLISH 67	TuTh	1:00 PM	2:05 PM	MS 110	KRISTINA YEGORYAN
4/11/2016	1699	ENGLISH 67	TuTh	1:00 PM	2:05 PM	MS 114	ELIZABETH K THORNTON
4/11/2016	1700	ENGLISH 68	TuTh	2:10 PM	3:15 PM	MS 110	KRISTINA YEGORYAN
4/11/2016	1703	ENGLISH 68	TuTh	2:10 PM	3:15 PM	MS 114	ELIZABETH K THORNTON
4/11/2016	1175	ENGLISH 101	MW	9:40 AM	12:50 PM	H 113	ELIZABETH K THORNTON
4/11/2016	1742	ENGLISH 101	TuTh	11:20 AM	2:30 PM	FL 110	STAFF
4/11/2016	3033	ENGLISH 101	MW	6:50 PM	10:00 PM	FL 112	DYLAN B ALTMAN
4/11/2016	3069	ENGLISH 101	TuTh	6:50 PM	10:00 PM	CC 206	JACLYN R HYMES
4/11/2016	7094	ENGLISH 101	TBA / 5:50			INTERNET	TRACEY J OBERMAN
4/11/2016	7048	ENGLISH 101	TBA / 6:30			INTERNET	BRIAN A YABLON
4/11/2016	1729	ENGLISH 103	TuTh	8:00 AM	11:10 AM	CC 12	STEPHEN P FLORIAN
4/11/2016	7101	HEALTH 11	TBA / 5:50			INTERNET	MONICA HANG
4/11/2016	7110	HISTORY 1	TBA / 5:50			INTERNET	RICK F MURRAY
4/11/2016	7111	HISTORY 11	TBA / 5:50			INTERNET	DANIELLA S HOVSEPIAN
4/11/2016	7121	HISTORY 11	TBA / 5:50			INTERNET	WILLIAM VAN BENSCHOTEN
4/11/2016	7108	JOURNAL 105	TBA / 5:50			INTERNET	STAFF
4/11/2016	1387	MATH 114	MTuWTh	8:00 AM	9:25 AM	B 10	STAFF
4/11/2016	7405	MATH 125	TuTh and	4:00 PM TBA / 4:55	6:30 PM	MS 107 INTERNET	TERESA V SUTCLIFFE
4/11/2016	1441	MATH 266	MTuWTh	8:00 AM	10:35 AM	B 1	GEORGE P CALEODIS
4/11/2016	7118	PHILOS 1	TBA / 5:50			INTERNET	MICHAEL ROONEY
4/11/2016	1739	PHOTO 101	TuTh and TuTh	1:00 PM 3:20 PM	3:05 PM 6:30 PM	BJ 105 BJ 105	ROD LYONS
4/11/2016	1179	POLI SCI 1	MW	1:00 PM	4:10 PM	CC 214	STAFF
4/11/2016	7122	POLI SCI 1	TBA / 5:50			INTERNET	ANNIE GOLDMAN
4/11/2016	7112	POLI SCI 1	TBA / 5:50			INTERNET	DANIELLA S HOVSEPIAN
4/11/2016	7115	SOC 1	TBA / 5:50			INTERNET	LAURA C SCOTT
4/11/2016	7116	SOC 11	TBA / 5:50			INTERNET	TIFFANY R LANOIX
4/11/2016	1604	SOC 84	TBA / 3:20			BSC 102	LAURA C SCOTT

Monarchs start fast, wane late vs. West L.A.

■ A big first win couldn't carry over in the final two games of a three-game series vs. West L.A. as the Monarchs lost the last two.

BY HENRY GUEMBES
STAFF WRITER

After getting off to a smoldering start in their 3-game series vs. the West LA Wildcats this past week, Valley failed to capitalize on numerous opportunities in the final two games, losing both. The series pushed the Monarchs record to 8-7 (1-2).

In the first game of the series, Valley's offense could not be stopped as they tied their season-high of runs in a game with thirteen, while holding the Wildcats to just four. The offense in the second game however was the 'Hyde' to Game 1's 'Jekyl.' After trailing most of the game 3-1, Valley had a number of chances to take the lead; in the bottom of the ninth, the Monarchs had two runners on base, but they were left stranded as a fly ball to right field ended regulation.

"We didn't hit enough, we left a lot of guys on base," said Coach Dave Mallas.

West LA's most valuable player in the second game was sophomore pitcher Victor Takakura; the Brazilian hurler pitched six innings, allowing only two hits and one run. His effective pitching allowed the Wildcats to maintain a lead throughout most of the game. It wasn't until the eighth inning when Valley's bats finally began to heat up as they tied the game 4-4 going into the ninth, subsequently forcing extra innings.

However, the Monarchs may have peaked a couple innings early as they were not able to score in extra innings, as the Wildcats sealed the game in the eleventh inning with an RBI single to clinch the 5-4 win.

Following the second game Coach Mallas mentioned how "crucial" strong pitching is to the teams' success on both ends of the field as it did for the Wildcats in Game 2.

ALVIN CUADRA / PHOTO EDITOR

WHEELHOUSE - Shortstop Colton Snyder hits a shot out to left field in Thursday's 5-4 loss to the West L.A. Wildcats in the second game of their three-game series. The Monarchs finished the series 1-2, their first of conference play.

In the first game of the series, the team was dominant in all phases of their win. Key players of the game included: 2B Robert Berumen, 1B Daniel Acosta and P Jesse Hobaica.

Berumen, who is a freshman, ended the day going 4 of 5 at bat while earning three runs. Acosta, a freshman as well, went 1 for 3 in the game and also had three runs. On defense, Hobaica kept the Monarchs at bay only allowing one run and five hits through six innings. The sophomore pitcher registered four strikeouts and increased his record on the mound to 4-1.

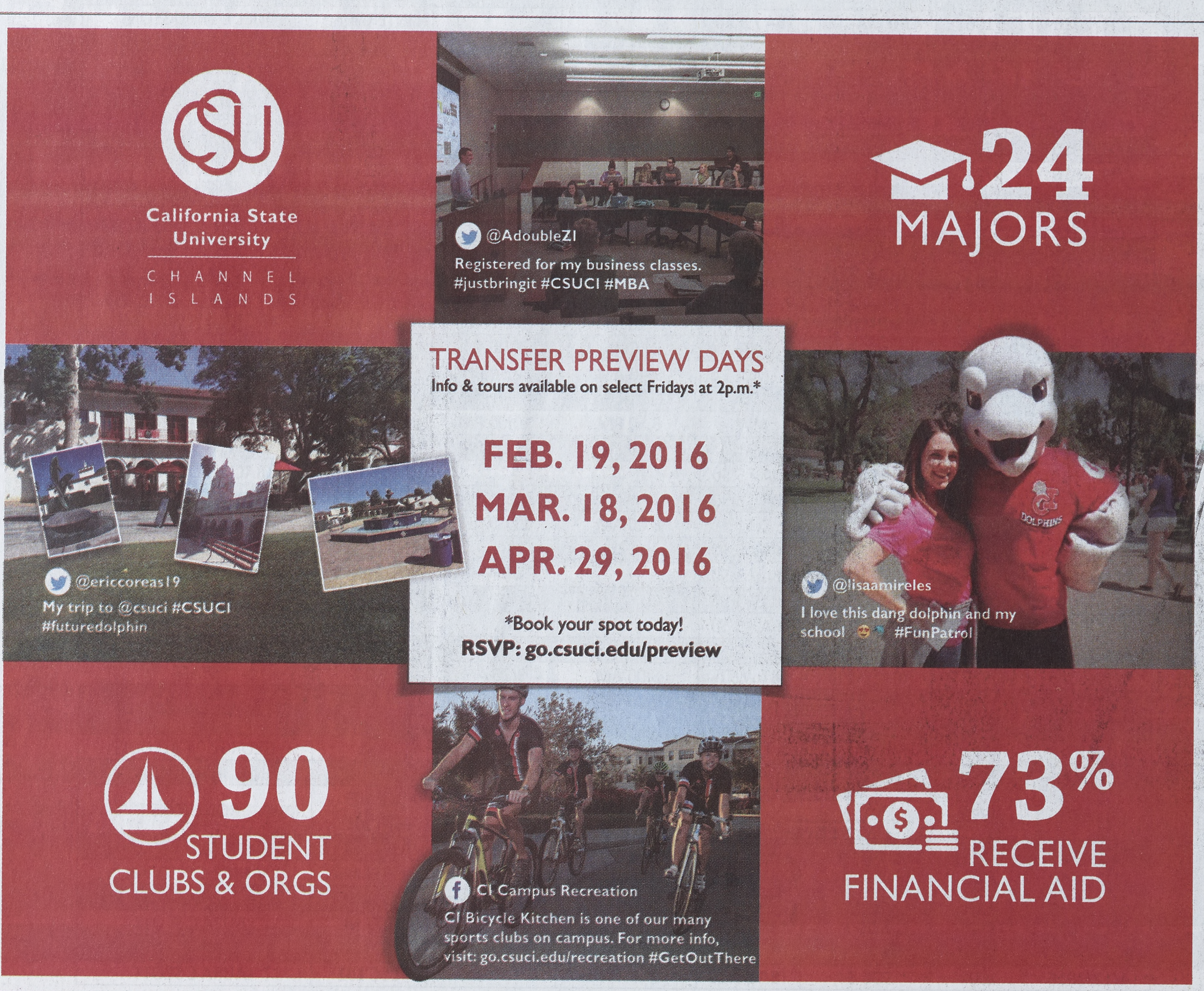
The last game of the series took place on Saturday; the Monarchs lost 9-4 in the final game against the Wildcats.

West LA's pitching was consistent throughout the match; Wildcats pitcher Grant Livornese was the only pitcher fielded as he threw for nine innings and only allowed sixteen hits and four runs. The sophomore recorded five strikeouts after facing forty-one at bats.

Although West LA's pitching gave them the upper hand, the Monarch's managed to stay close until the fifth inning. However from then on, the Wildcats went on to score eight runs.

"We just didn't get the job done," said Penner. "Mentally we weren't there, we have to play better."

The Monarchs' next series will be a three-game bout against the Cougars from the College of the Canyons.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